**Friendship Academy of Science and Technology (#338)**

**Teacher:** Ms. Zeins

**Subject:** US History

**Date:** 11.29.11

**Objective:** HWBAT explain the causes for and impact of Westward Expansion on groups of people living in the west.

**Learning Goal:**

5.1.4.a Analyze the factors of westward expansion, including the rise of industrialization, concept of Manifest Destiny, perceptions of overcrowding, opportunities to acquire land, and the discovery of gold and silver. **(Westward Expansion, Manifest Destiny, discovery of gold, exodusters)**

5.1.4.b Describe the impact of geography and technology on the settlement of the west, such as mining, ranching, lumbering and farming and the environmental consequences. **(consequences of Westward Expansion)**

5.1.4.c Evaluate the impact of westward expansion on Native Americans and their responses to the destruction of the buffalo, military conflicts, and the Dawes Severalty Act (1887). **(Impact on Native Americans, Dawes Severalty Act, property rights, Indian boarding schools)**

5.1.4.d Evaluate the impact of government actions on migration patterns, such as the Homestead Act of 1862, state land grant acts, and the development of the Transcontinental Railroad. **(Westward Expansion, railroads, Homestead Act of 1862)**

5.1.4.e Describe the experiences of minorities in the west, such as extended rights for African Americans, the mistreatment of Chinese and Irish immigrants, and the extension of political and legal rights to women. **(immigration, women’s rights, African-American rights)**

**Essential Question:**

What were the causes and consequences of Westward Expansion?

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| **Type of Lesson:** | **Agenda:** |
| Developing | 1. Call to Order – Visual Discovery 2. Stations/Key Point 3. Review of Key Points 4. Visual Discovery round 2 5. Assessment 6. Synthesis – Writing (to be continued at home) 7. Closing |
| **Call to Order:** | |
| manifest-destiny-3Students will enter, take out their notebooks, and respond to the *Call to Order* question on the board:  List three details from the picture.  What do you notice about the people on the ground?  Why do you think that the people are moving? | |
| **Introduction of New Material:** | |
| Students will copy the following notes from the board:   1. Causes of Westward Expansion 2. Manifest Destiny: America was supposed to expand westward, by divine sanction. Nature existed to be tamed and conquered. 3. California Gold Rush: In 1849, hundreds of thousands of “forty-niners” – gold-seekers – travelled to California. 4. Homestead Act: Gave 160 acres, for free, to anyone who would live on and improve the land. 5. Farming, ranching and mining: people moved westward with their livestock to raise them 6. “The long drive”: farmers moved large herds of cattle to market using railroads 7. Railroads: connected west and East, brought in farmers to fence off the plains 8. Effects of Westward Expansion 9. Effect on Native Americans 10. Between 1876 and 1890, the federal government tried to get Native Americans to assimilate to white society 11. Dawes Severalty Act: tried to weaken tribes, allot land to individual Indians, and promote assimilation 12. Effect on cattle boom 13. Overgrazing, droughts, barbed wire, and sheep herding wiped out many ranchers | |
| **Guided Practice:** | |
| Teacher will pass out seven slips of paper to each of the pairs, to be rotated. Students will attempt to draw from each **2 key points**. Students will have 4 minutes with each of the slips. At the end of 30 minutes, the teacher will review key points. | |
| **Independent Practice:** | |
| Students will complete an exit ticket comprised of 5 multiple-choice questions. | |
| **Closing:** | |
| Teacher will collect the exit tickets.  Teacher will explain the homework assignments.  Teacher will put the key terms and concepts on the Unit board. | |
| **Homework:** | |
| Students will read Textbook page….and answer questions… | |
| **Accommodations:** | |
| No IEP students in this class. | |

**Assessment Items:**

**1. The Homestead Act provided**

1. that Indians should henceforth own their lands as individuals rather than collectively as tries
2. 160 acres of free land within the public domain to any head of household who would settle on it and improve it over a period of five years
3. large aounts of federal government land to Great Plains cattle ranchers who would contract to rpovide beef for the Union army
4. 40 acres of land to each former slave above the age of 21.

**2. The railroads influenced the cattle industry by:**

1. helping to make the “long drive” economically feasible
2. transporting cattle to markets in the North and the East
3. bringing in famers who fenced the Plains, eventually ending the open-range form of cattle ranching
4. all of these choices are correct

**3. The federal government’s Indian policy between 1876 and 1900 was characterized by**

* 1. an attempt to compensate the Indians for past mistreatment
  2. a concern for the preservation of a tribal lifestyle among the Indians
  3. a movement to encourage the Indians to learn the ways of white society
  4. a program to protect and maintain the buffalo herds

**4. The Purpose of the Dawes Severalty Act of 1887 was to:**

1. weaken tribes, allot land to individual Indians, and promote assimilation
2. geographically disperse the reservations so it would be more difficult for Indian warrior forces to unite
3. increase tribal loyalty and reduce violence by allowing chiefs and tribal councils to act autonomously on the reservations
4. restore economic viability to the nomadic way of Plains Indian life by revitalizing the bison herds

**5. The cattle boom on the Great Plains ended in part because:**

1. many ranchers preferred raising sheep
2. too few people were willing to risk investment
3. severe weather conditions and overgrazing wiped out many ranchers
4. new breeds of cattle made ranching less profitable